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FRENCH FOR ELEMENTARY SCHOOLS, A TEACHING GUIDE.

BY- BARDIN, JOHN J. AND OTHERS

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A FLES PROGRAM OFFERS STUDENTS THE OPPORTUNITY TO BEGIN THE STUDY OF A FOREIGN LANGUAGE EARLY, AND THUS BENEFIT FROM A LONG SEQUENCE OF STUDY WHICH WILL ENABLE THEM TO ACHIEVE CONTROL OVER THE LANGUAGE. FACTORS WHICH SHOULD BE CONSIDERED IN PLANNING A FLES PROGRAM ARE GRADE LEVEL AT WHICH INSTRUCTION IS TO BEGIN, TIME TO BE ALLOTTED TO INSTRUCTION, LANGUAGE TO BE TAUGHT, QUALIFICATIONS OF THE FLES TEACHER, SUPPORT AND COST OF THE PROGRAM, COORDINATION AND SUPERVISION OF THE PROGRAM, PROVISION FOR CONTINUITY, PROVISION OF APPROPRIATE INSTRUCTIONAL MATERIALS AND TEACHING AIDS, EVALUATION OF THE PROGRAM, DETERMINATION OF THE STRUCTUAL CONTENT OF THE PROGRAM, AND CORRELATION OF THE FLES PROGRAM WITH OTHER SUBJECT AREAS IN THE ELEMENTARY SCHOOLS. THE PRIMARY OBJECTIVES OF FLES PROGRAM ARE LINGUISTIC, AND A SECONDARY AIM IS THE DEVELOPMENT OF CULTURAL AWARENESS. THE METHODOLOGY USED IN FLES CLASSES IS DESIGNED TO ACHIEVE THESE AIMS. (PART II OF THE DOCUMENT CONTAINS AN OUTLINE OF RECOMMENDED STRUCTURES TO BE TAUGHT IN THE FLES PROGRAM. PART III CONTAINS SAMPLE LESSONS.) (AM)

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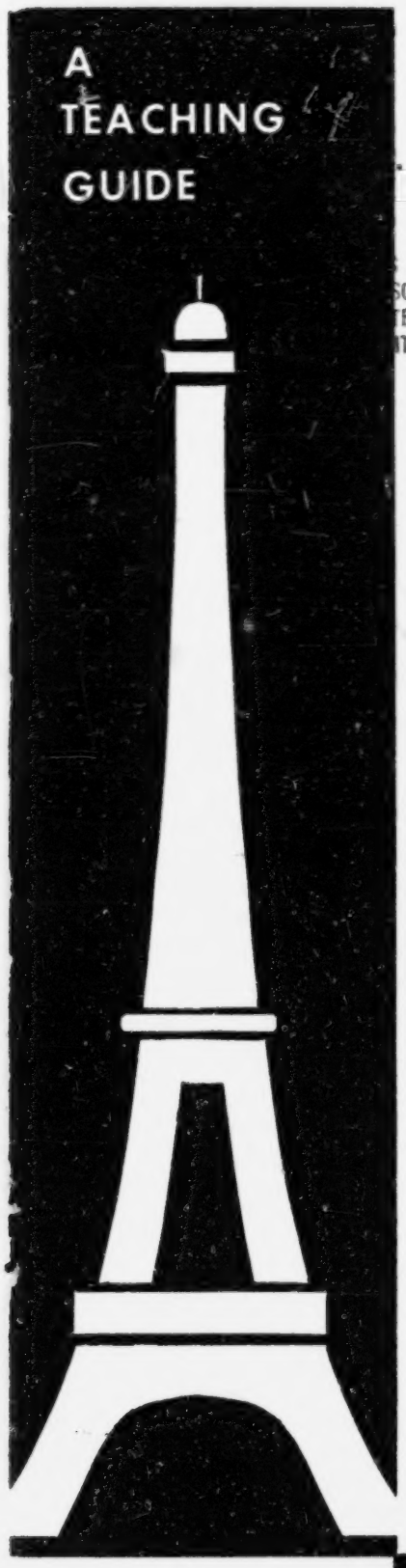

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FOREWORD

In 1962, the New York State Education Department, through the Bureau of Elementary Curriculum Development, published and distributed a booklet entitled "Introducing Children to Languages." The booklet was intended to assist leaders in elementary education who were concerned with the problems of initiating, implementing, and evaluating elementary school foreign language programs.

Since then, there has been a steady increase in the number of FLES (Foreign Languages in the Elementary School) programs being offered. A 1963 survey conducted by the New York State Education Department revealed that over 45,000 elementary school children in 300 different schools were engaged in the study of a foreign language, and that 70 percent of these children were studying French. Recent research indicates that instruction should begin in the elementary school. While there is less than complete agreement as to the proper starting grade level, the consensus favors beginning the programs in fourth grade, thus allowing students ample opportunity to develop their ability to communicate in the mother tongue.

This curriculum guide is a continuation, indeed a direct outgrowth, of the guide "Introducing Children to Languages." During the summer of 1963, an advisory committee of foreign language coordinators and instructors met with Department officials in Albany to plan a booklet devoted to the teaching of French in the elementary school. Members of that ad hoc committee were Marie A. Gasparrini, Teacher of Spanish, White Plains; Alice E. Osborne, Instructor of Foreign Languages, State University of New York at Buffalo; Mrs. Jeannette L. Simpson, Teacher of French, Locust Valley; Warren Tarrant, Coordinator of the FLES Program, Schenectady; and Mrs. Vera Villegas de Galante, District Supervisor of Foreign Languages, Hicksville.

Following this preliminary planning session, Nancy V. Alkonis, presently Teacher of French, Fox Lane School, Bedford, and Mrs. Gladys Lipton, Coordinator of FLES, New York City Board of Education, under the leadership of Jerald Green, Associate in Foreign Languages Education, New York State Education Department, prepared the initial draft of this booklet.

Paul M. Glaude, Chief, Bureau of Foreign Languages Education, coordinated the entire project and reviewed the final manuscript, making invaluable additions and suggestions. John J. Bardin, Associate, Bureau of Elementary Curriculum Development, prepared the booklet for press. The Department acknowledges its gratitude to all those who contributed and participated in the development of "French for Elementary Schools."

ROBERT H. JOHNSTONE, *Chief*
Bureau of Elementary
Curriculum Development

WILLIAM E. YOUNG, *Director*
Curriculum Development Center

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Part I. An Overview

A. Introduction

1. Rationale for FLES

FLES (Foreign Languages in the Elementary School), by definition, "envisages continued instruction from an early elementary grade . . . through grade 12 in the senior high school."[1] It is based upon the need in our country to develop Americans who are able to speak and to understand the languages of other peoples of the world, as well as upon the recognition by language experts that it requires a long period of time to develop good control of a foreign language.

Although much research on FLES is needed, an earlier booklet of the State Education Department states that "nearly all educators agree that there is a definite place at some point in the 12-year instructional program for *authentic foreign language learning.* A large number feel that the elementary school is the place where such instruction should begin."[2] Support for FLES has come from Val Hempel, then Director of the U.S. Army Language School in Monterey, California, who stated, "It is now generally accepted that the language programs which provide basic skills must primarily be begun, not in our colleges and universities but in our elementary schools, where the effort is most rewarding in terms of efficiency and economy of time."[3]

As far as determining the optimum age for beginning a foreign language is concerned, the viewpoint of experts serves as a guide. Dr. Wilder Penfield, a Canadian neurologist, has stated that it is a mistake to delay the introduction of a foreign language later than the age of 9. Because children before the age of 10 have greater flexibility of speech and brain mechanisms, it is his opinion that foreign language study should begin before this age, for "remember that for the purposes of learning languages, the human brain becomes progressively stiff and rigid after the age of nine."[4] During a discussion

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[1] George F. Jones, Ed., *1964 Northeast Conference Reports,* p. 3
[2] *Introducing Children to Foreign Languages,* p. 5
[3] V. Hempel, "Foreign Language Teaching, a National Imperative," *California Journal of Education,* Nov. 1961, p. 91
[4] W. Penfield, *Speech and Brain Mechanisms,* p. 235

of the functions of the brain, Penfield states that, in connection with the development of language functions, "the uncommitted cortex must be conditioned for speech in the first decade."[5]

It is generally agreed that children should study a foreign language at an early age for the following reasons:

1. Children enjoy learning a foreign language.
2. Children are curious about strange sounds and secret codes.
3. Children are excellent mimics.
4. Children are less self-conscious about pronouncing strange sounds than are adolescents.
5. Children do not generally object to repetition and drill.
6. Children, because of their ability to imitate so well, are capable of developing good habits of listening and correct pronunciation from FLES teachers who insist upon high standards of oral skills.
7. Children, by starting second language study early, are facilitated in the development of an intelligent understanding of language concepts in general.
8. Children benefit from a longer sequence of language study.
9. Children develop a firm foundation for continuing language study.
10. Children enjoy correlating the study of a foreign language with other areas of the elementary school curriculum.
11. Children begin to master the sound system of the foreign language and develop a feeling of "at homeness" with the language.
12. Children gain a cultural awareness of the people who speak the foreign language.

In this connection, Childers' views on the value of FLES are most significant: "A foreign language gives the young child a better preparation for understanding the big world he lives in; it gives a third dimension, 'my world', to those of 'my family' and 'my country'. By immersing himself in the language and customs of a foreign people, a child begins unconsciously to identify himself with humanity in general."[6]

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[5] "The Uncommitted Cortex". *Atlantic Monthly*, July 1964, p. 81
[6] Wesley Childers, *Foreign Language Teaching*, Center for Applied Research in Education, p. 93

2. Research and the Role of FLES in the Elementary School Curriculum

It must be remembered that the growth of FLES has met with varying degrees of opposition as well as enthusiasm. While many educators agree that the teaching of FLES is a valuable activity, their principal objections center about the factor of time taken from other subjects in the already crowded elementary school curriculum. Many critics have maintained that, when you add another subject, such as a foreign language, there may be a deleterious effect upon the children's progress in basic subjects.

Fortunately, there have been several research studies devoted to the question of pupil growth in basic subjects. In a study conducted at the University of Illinois, researchers Johnson, Flores, and Ellison[7] found that the addition of a foreign language for 20 minutes each school day did not produce a loss in achievement in basic subjects (reading, language skills, work-study skills, and arithmetic). As a matter of fact, the experimental group studying a foreign language showed greater achievement in reading vocabulary and reading comprehension. In another study, Lopeto[8] compared the progress of two groups in the areas of reading, arithmetic, spelling, and language. Ultimate Stanford Achievement Test results indicated that there was no adverse effect on achievement in basic learnings with the addition of French to the elementary school curriculum.

3. Statistics

According to a survey conducted by the State Education Department in the spring of 1963, there were over 45,000 elementary school children receiving foreign language instruction in New York State.[9] Involved in this instruction were over 300 elementary schools. The foreign languages taught were: French, Spanish, German, Italian, and Russian, which were distributed as follows:

Foreign Language	*Percent of Total Pupils Enrolled in FLES*
French	70.0
Spanish	26.0
German, Italian, Russian	4.0

[7] Charles Johnson, J. Flores, and F. Ellison, "The Effect of Foreign Language Instruction on Basic Learning in Elementary Schools," *Modern Language Journal*, Jan. 1963, p. 8

[8] E. Lopeto, "FLES and Academic Achievement," *French Review*, Apr. 1963, p. 499

[9] The State Education Department, *Foreign Languages in New York State Elementary Schools, A Survey*

Although the exact statistics for FLES programs on a nationwide basis are not available, "it is presently estimated that there are more than two million American elementary school children studying a foreign language in grades kindergarten through eight."[10]

4. Basic Factors in Developing a FLES Program

a. Selection of Pupils

It is recommended that when FLES is offered, *all* pupils of a given grade level receive this instruction. Exceptions may be made on the basis of reading and speech disabilities, as well as physical difficulties of sight and hearing. Consideration must also be given to those children encountering difficulties in learning English as a second language. On the other hand, cases are not uncommon in which children having difficulty in other curricular areas develop a sense of achievement from success in the audiolingual aspects of FLES.

To be sure, some school systems may have excellent reasons for introducing FLES on a selective basis. In that case, the bases of selectivity must be made very clear to the community.

b. Grade Level

The State Education Department has suggested grade 4 as the starting point for FLES instruction. However, since many school districts may be undergoing changes in basic elementary school organization, grade 3 may also be considered desirable for the first year of instruction.

c. Time Allotment

It must be stressed that a successful FLES program cannot be achieved without the provision of adequate instructional time. It is highly desirable to plan for daily periods of instruction, especially during the first 2 years. It is expected, however, that local considerations may influence the time allotment. The following is a suggested FLES schedule:

Grade	*No. of minutes*	*Frequency*	*Minutes per week*
3	15	Daily	75
4	20	Daily	100
5	25	Daily	125
6	30	Daily	150

[10] Stanley Levenson, "Preparing for FLES — The Study Group Approach," *Modern Language Journal*, Feb. 1965, p. 94

d. Choice of Language

The language offered should depend primarily upon:

(1) provision for continuation of the foreign language in the junior and senior high schools

(2) the availability of qualified teachers

(3) the interests and needs of the community

Actually, it must be pointed out, children would benefit greatly from the early study of *any* foreign language, assuming provision is made for continuous study of that foreign language in junior and senior high school.

e. The FLES Teacher

FLES teachers should be selected on the basis of four important factors:

(1) fluency in the foreign language

(2) a knowledge of FLES methodology

(3) an understanding of the elementary school child

(4) an awareness of the total curriculum

Before embarking upon a FLES program, it would be wise to confer with neighboring colleges to be sure of an adequate supply of FLES teachers. In addition to provisions for the recruitment of teachers, in-service programs for improving instruction should be planned. These programs might include such activities as intervisitations, workshops, conferences, demonstration classes, in-service courses, etc. An up-to-date library of current FLES literature and materials should be available.

The revised requirements for New York State certification for teaching in the elementary school should be noted in this connection. Effective September 1, 1966, candidates preparing to teach in the early childhood and upper elementary grades (N-6) must have earned a minimum of 24 semester hours of study (at least 6 of which must be in upper division or graduate level courses) in a department, or in a planned interdepartmental program of studies in liberal arts.

Thus, a candidate planning to teach French in the elementary school would elect a sufficient number of courses in French to satisfy this requirement for provisional certification. Similarly, a candidate preparing to teach in the early childhood and upper elementary grades and an academic subject in the early secondary grades (N-9)

must present 24 semester hours in French, 12 of which must be in approved advanced courses. In addition, a candidate shall provide written evidence from a higher institution that he possesses a practical command of the language as an instrument of oral and written communication. Six additional semester hours are required for permanent N-6 or N-9 certification.[11]

f. Support and Cost

No FLES program can be successful without enthusiastic community support, from the standpoint of finance and of interest shown in the program. The attitude of "Let's try it for a year" will not achieve the desired goals. If members of a community really feel the need for establishing a FLES program, they should be willing to allocate funds for the program for a number of years. One of the best ways to stimulate public interest in FLES is to send representatives to visit FLES classes in neighboring communities. Very often, parents wish either to renew or to begin their study of a foreign language when a FLES program for their children is initiated. It may be helpful to set up evening centers for adult education courses or to provide television language courses for adults. Some provision must be made to explain the methodology to parents, so that homework or the lack of it, and the use of books and records may be clearly understood.

In the establishment of FLES programs, the wholehearted support of the administration and the non-FLES teachers is of basic importance. Regardless of the skill and efforts of language teachers, a FLES program cannot indefinitely prosper in a hostile or indifferent environment. Administrators, guidance counselors, and fellow teachers are in a position to encourage the program by understanding the objectives, and by cooperating in the conduct of necessary activities.

The cost of the FLES program would necessarily vary according to each local situation. The long-range planning for FLES might include decisions as to the use of specialist teachers or highly trained foreign language teachers who are also classroom teachers, the materials to be used, provision for continuity at upper levels, the supplies and equipment to be ordered, the training and supervision of teachers, and other local considerations. No FLES program should

[11] Amendment to Regulations of the Commissioner of Education pursuant to section 207 of the Education Law, new section 131 adopted in place of section 131 of article XV

be started without joint, cooperative long-range planning on the part of educators, administrators, parents, and taxpayers.[12]

B. Elementary School Language Program

1. Objectives (linguistic and cultural)

In the recent past, in an attempt to provide children with an early beginning in language study, a great number of schools have instituted language in the elementary school. These early beginnings, however, can be justified only if the children's FLES training constitutes an integral part of the pupils' long-range language program. The study of foreign languages in the elementary school must never be considered as a separate language program, but as the *beginning* of a long-range, continuous sequence of language study which begins in the elementary school and continues, without interruption, through the final year of study in the secondary school in the case of successful pupils.

The objectives of FLES must reflect the objectives agreed upon for the long-range program of foreign language study. The primary aim is linguistic; that is, the development of the four language skills of listening, speaking, reading, and writing. Therefore, the clearly defined purpose of any FLES program is to begin to develop the language skills as a part of the long-range sequence.

A secondary objective, which must be considered as an important aim but which cannot be separated from the primary linguistic aim, is the development of cultural awareness.

The purpose of FLES is not to teach a great number of cultural facts about the country whose language is being studied, but to foster the pupils' participation in the culture by the active, natural use of the foreign language.

2. Teacher Qualifications

Successful language teaching has been carried on by both the specialist and the classroom teacher who is qualified to teach foreign language. Therefore, whether the FLES teacher is a full-time foreign language specialist who travels from room to room and from school to school, or a classroom teacher who, in addition to his regular teach-

[12] For specific suggestions for planning for FLES, refer to George R. Jones, Ed., *1964 Northeast Conference Reports,* pp.6-8

ing duties, teaches a foreign language to his own class, is less important than the effectiveness of either kind of teacher in the language classroom.

Anyone engaged in the teaching of a foreign language at any level should:

a. be competent in the language he is teaching
b. have a knowledge of methods and techniques of foreign language instruction
c. be able to apply these methods and techniques effectively at whatever level he is teaching

The teacher who knows just enough to keep one lesson ahead of his pupils, regardless of his enthusiasm and interest, cannot compensate for a lack of language competence or an ignorance of methodology. A foreign language teacher on the elementary school level should be as proficient as a secondary school language teacher.[1] The Modern Language Association of America has prepared a set of qualifications for teachers of modern languages[2] which should serve as a guide to administrators in the selection of teachers. It is included in this document as the Appendix.

3. Coordination and Supervision

An important factor in a successful language program is the competent language coordinator who is given the authority to supervise and direct the program. Without direction, even a language program staffed by well-qualified personnel can fail to achieve the best results.

The coordinator should be someone who has demonstrated his ability as an effective classroom teacher of foreign languages at the levels he is coordinating; who has an understanding of the principles of language learning on all levels and their application in the classroom; who is able to help and work closely with classroom teachers; and who is able to evaluate his teachers and the language program as a whole, and work to make the program even more effective. It is usually more desirable to have a single coordinator for the full language program (elementary school through secondary school). However, if the coordinator is not responsible for overseeing the entire

[1] Gladys C. Lipton, "Welcome to FLES!" *French Review,* Dec. 1964, pp. 229-232

[2] (*PMLA,* v. LXXVII, No. 4, pt. 2)

language program, he must have the complete cooperation of the other language coordinators to develop a long-range continuous sequence of foreign language instruction.

All FLES teachers, regardless of language ability, profit greatly from close supervision, the exchange of information and ideas with fellow FLES teachers, and frequent meetings with the language coordinator and other language teachers in the system, to discuss their work.

4. Continuity

No elementary school language program should be instituted without provision for continuity throughout the grades. To present a foreign language to a pupil in the elementary school and then either force him to drop it for 2 or 3 years in the junior high school or place him in a seventh-grade beginning class merely means that whatever was achieved in the first years of language study has gone unrecognized. Thus, because of the cumulative nature of language learning, the benefits of an early beginning are all but lost. Any language program must take into account the learning that has gone on in the FLES program and should then build upon this knowledge. FLES must be considered as the first step in the total language program.

5. Materials of Instruction and Teaching Aids

In any one school system, it is advisable that one set of materials be agreed upon, and then used consistently by all teachers in the program. These materials must naturally reflect the objectives of the program and must be constructed to provide complete continuity throughout the program.[3] They should be professionally prepared materials which provide for the sequential acquisition of the basic language skills and the mastery of vocabulary and structure. Homemade materials are often inadequate, and borrowing from a great number of unrelated courses of study serves no purpose. Since language learnings are cumulative, materials must be designed with this in mind.

In an attempt to overcome the problem of the lack of qualified language teachers, some school systems have turned to television for the introduction of foreign languages in the elementary school. Even

[3] Helen Mattison, "FLES Materials — The Need for a Team-Composing Approach," *Hispania*, Sept 1964, pp. 598-600

assuming that all technical aspects, such as sound reproduction, picture clarity, etc., are ideal, it must be remembered that the television voice can serve only one function, that of the model. This is an important part of language training but, by itself, does not assure language learning. Without a qualified follow-up teacher in the classroom, pupils profit little from television viewing.

William R. Parker advises FLES teachers that, "To help his students associate an object or concept with its sound-symbol, he will use gestures, pantomime, even 'ham' acting; he will draw on the blackboard; he will utilize things and persons in the classroom."[4] The effective teacher uses audiovisual aids to enrich and vitalize the foreign language program. Elaborate, expensive equipment is not necessary; a creative teacher will make excellent use of pictures, puppets, and real objects to convey meaning and to foster conversation. Where possible, pictures and materials should show authentic French life. The following inexpensive items may prove to be helpful as well:

posters
multicolored chalk for the blackboard
bulletin board displays
maps, globe
flannel board and felt cutouts
calendars, flags, dolls, stamps, menus, newspapers, and other articles

On occasion, mechanical equipment may be used in presenting a new dialog, for listening comprehension, or for reinforcement and review. The following equipment and audiovisual aids can be used when they contribute to the learning situation:

phonograph	records
filmstrip projector	filmstrips
film projector	films
slide projector	slides
tape recorder	tapes
earphones	
multiple connection box (jack-box)	

Special mention should be made concerning the use of the tape recorder in the foreign language program. For occasional classroom use, a tape recorder with a tape prerecorded by native speakers may

[4] William R. Parker, *The National Interest and Foreign Languages*, 3d ed., Department of State Publication 7234, Mar. 1962, p. 64

be used for listening practice and review of familiar material, leaving the teacher free to circulate about the room to evaluate and guide individual pupils.

Listening corners may be set up by using sets of headphones connected to a tape recorder by means of a multiple-connection box, thus permitting as many as six children at a time to listen to a review tape. Much preparation before the introduction of the tape, as well as follow-up activities after the children's listening experience, is necessary.

The tape recorder may also be used for testing. A prerecorded tape is particularly useful in testing listening comprehension. Both directions and multiple-choice utterances in the foreign language can be carefully recorded in advance of the testing situation, and the tape can be used in conjunction with duplicated pictures or answer sheets.

In testing speaking ability, the teacher may wish to rate a child's response immediately, without the use of special equipment. However, there may be occasions when the use of one, or even two tape recorders, will prove to be helpful. In using only one tape recorder, the teacher would ask the questions and record only the child's response in the foreign language. In using two tape recorders, the pupil would listen to the questions by means of earphones from one tape recorder, and his responses would be recorded on the second tape recorder. Obviously, the use of two tape recorders provides greater objectivity.

6. Methodology

a. Audiolingual

Teachers should observe the recommended sequence of skills when planning their class periods. Each lesson must be planned in advance and the teacher should be extremely familiar with the material to be presented, perhaps to the point of memorization. To be sure, use of index cards to furnish the outline of a lesson, or the details of a drill or a procedure, is altogether acceptable. Provision should be made for a variety of materials in every class period: new material, reintroduction and review of previously learned material. Development of the language skills should be of the greatest importance. Songs, numbers, and games should be used exclusively for pedagogical aims — to effect change of pace, maintain interest, afford relief from drill, simulate entertainment activities of comparable age groups of the foreign culture, or promote purely linguistic achievement.

Language should be learned mainly through utterances and pattern drills rather than through single-word identification and translation exercises. English should be used only by the teacher; and then only to introduce meaning, to occasionally check comprehension, and to present simple generalizations on basic points of structure.

The language used in the classroom should reflect authentic native speech and should be spoken at native speed by both the teacher and the pupils. Mistakes in sound and form should not be allowed to go uncorrected. Unless errors are corrected immediately, bad language habits will be established.

The language teacher should take care not to introduce too much new material at one time and to keep the pace of the lesson fast enough to hold interest without losing the slower pupils. He should involve the entire class in the lesson, calling on pupils in random order, and should avoid calling only on volunteers or bright pupils. A combination of choral and individual work with a minimum of teacher talk is desirable.

It is important that only one new thing be introduced at one time: one dialog or one new structure, etc. This new material should be presented at the beginning of the lesson. Great care must be taken to establish the meaning of the new material and to call for enough repetition to fix the material in the pupils' minds. Initial modeling by the teacher should be followed by full-choral response, part-choral response, and individual response.

Because it is important to work for quality rather than quantity, the language teacher is advised not to proceed to new material before previously introduced material has been learned. By discouraging pupil attempts at invention or translation and by working within the limits of known vocabulary and structure, the teacher helps his pupils develop a solid audiolingual base in the language.

b. Reading and Writing

FLES is primarily concerned with the development of audiolingual skills of understanding spoken language and of correct oral performance within the limits of the pupils' foreign language learning. The indispensable period of "100 hours of complete audiolingual instruction"[5] is recommended before pupils are introduced to printed or written words.

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[5] Wilmarth H. Starr, Mary P. Thompson, and Donald D. Walsh, *Modern Foreign Languages and the Academically Talented Student*, p. 43

Written French, although similar to English in alphabet, presents difficulties for learners in its numerous irregularities of relationship between letters and the sounds they are meant to represent. Once children are ready to see the printed page, the teacher should engage in various sequential steps of eye-training for the development of reading and writing skills through the learning of sound-letter correspondences:

Step one: Reading readiness — labeling, picture dictionaries, daily calendars, experience charts, etc. Reading of identical material learned audiolingually to develop sight-recognition vocabularies.

Step two: A program is developed of phonics or word analysis of specific phonetic elements. This would include the isolation of these sounds, the formation of lists of familiar words in which these sounds are found, such as:

eau: chapeau, bateau, tableau, bureau

Step three: Generalizations should be derived through many sound-letter drills so that students may be provided with skills for word-attack in reading recombined selections of material already learned audiolingually.

Throughout the development of the graphic skills, correct pronunciation and the emphasis upon comprehension should be maintained. It should be remembered, further, that these steps are interrelated and are often fused during the lesson.

Time spent in introducing writing should be kept to an absolute minimum. Children are to write only what they can understand, pronounce accurately, and read fluently. Writing readiness activities include copying labels and simple, familiar material. When children have demonstrated accuracy in proofreading, (i.e., checking their own copy-work) which requires much practice and motivation, a limited amount of writing from dictation (both spot dictation and complete sentences) and writing answers to questions may be developed.[6]

To keep in mind the importance of audiolingual skills in a FLES program, while developing the complex process of establishing meaning and sound-letter correspondences in the graphic skills, the FLES

[6] *Reading at FLES Level,* A Report of the FLES Committee of the American Association of Teachers of French, Dec. 28, 1964

teacher is directed to heed the advice of Keesee when she recommends that "time needed for practice in speaking and understanding should not be usurped by prolonged reading and writing exercises at the elementary school level."[7] It is recommended that approximately one-third of available class time be spent in the development of reading and writing skills during the last year of FLES instruction.

7. Correlation With Other Areas

a. Elementary School Subjects

The primary concern of FLES is the development of linguistic control of patterns and pronunciation in the foreign language. However, the teaching of French in the elementary school can be even more successful when it is related to other areas of the curriculum and is *not* treated as a separate entity. Thus, "foreign language learning should be an integral part of the curriculum and not isolated from it. The language experiences which children meet should be those which can be woven into the matrix of their daily living . . . The learning should be such that it leads to greater understanding and empathy with other people."[8]

The classroom teacher who is also a competent, well-trained foreign language teacher can readily incorporate some of the language activities into other areas of instruction. The FLES specialist, who teaches solely the foreign language, can be successful in motivating children by suggesting follow-up activities in other areas. Children are easily caught up in the wave of enthusiasm of both classroom teacher and specialist.

The following suggested activities will merely serve as a springboard to the creative FLES teacher to extend the scope of the foreign language program according to pupils' needs, interests, and abilities.

Language Arts:

1. Children's reading interests may be extended to read about France and French people (in English).
2. Children will be highly motivated to participate in pen pal and tape pal exchanges, both activities requiring research and preparation as well as planning.

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[7] Elizabeth Keesee, *Modern Foreign Languages in the Elementary School*, p. 62

[8] Elizabeth E. Thompson and Arthur Hamalainen, *Foreign Language Teaching in Elementary Schools*, Assoc. for Supervision and Curr. Dev., p. 26

3. Children will be interested in contributing original articles, poems, etc., for class newspapers in relation to their foreign language work.
4. Bilingual or all-French dramatizations may be presented for sharing during the assembly period, using the material learned during the foreign language lessons.

Mathematics and Science:

1. There will be a need for purposeful planning of class trips to museums and foreign restaurants.
2. Children will be interested in a study of the metric system and in the standard measures stored at Sèvres, France.
3. From time to time, students might keep weather records and temperature in French. Comparison of local weather conditions with the weather in different parts of France will also be of interest to the children.

Social Studies:

1. Children can be motivated to keep abreast of current happenings in countries where French is spoken.
2. Reading interests can be stimulated to include the contributions of famous Frenchmen, such as Lafayette.
3. Children may wish to study the exploits of famous French explorers.
4. Much interest will be elicited in planning for a class foreign trade fair.

Art:

1. Children will be interested in studying the lives and works of famous French painters, sculptors, architects, etc.
2. Many famous paintings make excellent visual aids for actual foreign language lessons, such as "The Girl With Watering Can" by Renoir.
3. A tour of the school to inspect famous French paintings on display can be organized.
4. Children will enjoy making puppets and dioramas to represent the life and times of famous French people.
5. Children will participate in bulletin board displays.

Music:

1. Children will be pleased to investigate the lives and works of French composers.

2. An important aspect of the French lessons will be the learning of authentic French songs.
3. Included in an instrumental and/or tonette program will be the learning of French melodies.

Health and Physical Education:

1. An extension of the foreign language lessons will be the learning and performing of French folk dances.
2. Children will be interested in participating in the games played by French children.
3. Children will be interested in French national events, such as the *Tour de France.*
4. The lives of famous French athletes will be of interest to the youngsters as well.

b. Culture

Many teachers wonder how to present the culture of a country without a large number of facts to memorize. According to Brooks,[9] "by establishing in the classroom a cultural island," teachers can incorporate cultural concepts in the dialogs, patterns, pictures, and songs during the course of the FLES lesson.

The following list of topics (by no means all-inclusive) contains suggested items which may be of interest to elementary school children and can be an integral part of language learning:

Holidays

(a) birthdays
(b) Père Noël
(c) July 14
(d) May 1
(e) January 6

Famous People

(a) Pasteur
(b) Jules Verne
(c) Eiffel
(d) Ch. Perrault
(e) Curie
(f) Braille
(g) Degas

Food

(a) breakfast, lunch, and dinner
(b) menus
(c) recipes
(d) customs of fork and knife

[9] Nelson Brooks, *Language and Language Learning*, 2d. ed., p. 96

Sports and Games

(a) leapfrog (saute-mouton)
(b) Tour de France (maillot jaune)
(c) Guignol (Jardin du Luxembourg)
(d) French playground
(e) revival of Olympic games
(f) toy sailboats in public gardens
(g) Boy Scouts and Girl Scouts
(h) soccer

Daily Life

(a) coins, currency, stamps, PTT (postes, télégraphes et téléphones)
(b) metric system
(c) transportation (métro, buses, airports)
(d) radio and TV programs
(e) newspapers, magazines
(f) use of "tu" and "vous"

School Life

(a) Boys wear short pants.
(b) Le sarrau
(c) notebook paper and care of notebooks
(d) school grades
(e) school organization (école primaire, certificat d'études primaires)

Thus, culture and language are interwoven, and children begin to understand the similarities and the differences in daily life as compared with their own.

The FLES teacher can make worthwhile use of community resources for building understanding. Trips to museums and foreign restaurants can prove to be tangible means for bringing the foreign culture within the grasp of the children. Inspecting perfumes, cheeses, gloves, etc., with the "Made in France" label brings a renewed appreciation for the labor of others. Furthermore, carefully planned visits to the classroom by members of the neighborhood who speak French, and who are aware of the limitations of the children's vocabulary and

control of structure add to the development of better understanding of people and nations.[10]

8. Evaluation

The entire foreign language program in the elementary school should be evaluated continuously in terms of its objectives, as well as its teaching methods and materials. Continuous evaluation of the program should be a necessary part of planning for FLES. This appraisal should be based upon observations, comments, and exchanges of ideas, so that plans can be made for improving future instruction and implementing indicated needs for revision.

The measurement of pupil progress should be an important aspect of the FLES program, and with it, the grading of pupils. Testing serves:

to give pupils a sense of accomplishment

to determine areas of difficulty for reteaching

to determine placement of children in foreign language classes

to provide information to teachers when a child transfers to another school

to provide for continuity of instruction from elementary school to the junior high school level, by screening pupils for class placement

Objective tests of language achievement of FLES pupils are being developed. Following is a brief description of two tests for use with FLES pupils:

a. *Foreign Language Achievement Series,* developed by New York City personnel for objective FLES testing in French and Spanish, and recognition of correct structures.[11]

b. *French Achievement Test,* (developed by the Gifted Child Project of New York City). "The French Achievement Test requires the ability to understand the spoken as well as the written language. It has sections on understanding the spoken language, including individual words, idioms, phrases, and sentences. It further requires the ability to distinguish

[10] *Toward Better International Understanding,* New York City Board of Education Curriculum Bulletin, 1959-60 Series

[11] *French in the Elementary Schools,* Grades 4-5-6, New York City Board of Education Curriculum Bulletin, 1961-62 Series, No. 13, p. 18

between closely similar sounds, the ability to recognize written idiomatic expressions, the ability to match sentences with pictures illustrating the concept, and the ability to read and understand a short paragraph, and organize sentences."[12]

Teachers are able to make a subjective but often reliable estimate of pupils' oral performance in the foreign language, since it is expected that every lesson will provide opportunity for constant evaluation of pupil performance. However, many teachers may wish to develop classroom tests to measure individual pupil progress and to uncover areas in need of further drill.[13] Any test must be based only on what the pupil has been taught in the language classroom.

It is advisable to test each skill separately, where possible. For classroom tests, the teacher may plan to read the questions; or, to provide greater objectivity, he may plan the use of a prerecorded tape, a recommended practice.

a. For testing listening comprehension:

(1) Directions test: pupil performs actions in response to oral directions in the foreign language, such as *fermez la porte*

(2) Picture test: response to oral statement in the foreign language; choice of four pictures, one of which corresponds to the oral statement

(3) Rejoinder test: response to oral statement in the foreign language; choice of one of four rejoinders

(4) Completion of incomplete statement: multiple-choice pictures or oral phrases, preceded by the letters A, B, C, D

b. For testing oral performance:

(1) mimicry of sounds, words, and sentences

(2) directed questions (Ask him what his name is.)

(3) response to picture cues

(4) response to pattern drills

(5) dialog between two pupils

(6) rejoinders — responses to oral questions or comments

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[12] Personal communication with the Director, Mrs. Virginia Ehrlich, Gifted Child Project

[13] See suggestions in *Language Structures at FLES Level,* Report of FLES Committee, AATF, 1962

To assist the teacher in providing some objectivity in scoring a speaking test, the teacher may use a rating scale of 1 through 5, considering such factors as pronunciation, intonation, control of structures, and fluency. A sample scoring sheet might look like this:

	Pronunciation	Intonation	Control of Structure	Fluency	Composite
Names	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

c. *For testing reading:* (It is to be noted that instruction in reading is not recommended until the children have had at least 100 clock hours of audiolingual instruction.[14])

(1) Pattern drill response (multiple-choice)

(2) Multiple-choice of written questions based on a reading selection

(3) Multiple-choice rejoinders to statements or questions

(4) Multiple-choice completion choices

d. *For testing ability in writing* (It is to be noted that instruction in writing is not recommended until the children have had at least 100 clock hours of audiolingual instruction.[15])

(1) Accurate copying of words, sentences, and paragraphs

(2) Writing from dictation (familiar material)

(3) Written responses to questions about a picture (familiar material)

(4) Written responses to pattern drills (familiar material)

(5) Written answers to oral questions (familiar material)

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[14] Wilmarth H. Starr, Mary P. Thompson, and Donald D. Walsh. *Modern Foreign Languages and the Academically Talented Student,* p. 43

[15] ibid

Part II. Contents: Outline of Recommended Structures

In early foreign language learning, the acquisition of an extensive vocabulary is of far less importance than is control of the basic structures of the language. These patterns are best introduced in a situational context and practiced in formalized oral drills. Since every attempt must be made to present only authentic spoken French in situations which are natural to the children, they will, of necessity, be introduced to a certain amount of structure which is not found on the following list. The teacher need not feel that the introduction of a complex structure or expression as part of a necessary phrase will prove too difficult for his pupils. Children find little difficulty in mastering any utterance which is comparable in length to those which they are already capable of making in their native tongue. Therefore, it is recommended that no utterance be "manufactured" in an attempt to simplify the language learning process; only authentic French should be used in the classroom.

The structures listed below were chosen for their frequency in the spoken language. They should be learned through the use of carefully constructed oral drills. In addition to being able to use these structures automatically, the pupils should also be aware of the function of each of the points drilled. In most cases, the structural point to be presented should be briefly introduced in English, extensively drilled in the foreign language, and then briefly generalized. Structures should be reviewed from time to time in recombined material.

The following represents a minimum of structural points which should be covered in the period of elementary school language study. No attempt has been made to list these according to grade level, as many school systems will be using materials which introduce structures at different points in the learning process.

(It should be noted that the structures listed below include most of the structures listed for grade 7 in the 6-year sequence of foreign language study.[1])

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[1] *French for Secondary Schools,* The State Education Department, 1960, pp. 142-143

Articles
- Definite
- Indefinite
- Contraction with à, de

Numerals
- Cardinals 1-100
- Ordinal number 1 for dates

Nouns
- Gender
- Number
- Formation of regular plurals

Pronouns
- Subject (including Ce)
- Interrogatives

Adjectives
- Agreement and position
- Formation of regular feminines
- Possessives
- Interrogatives

Adverbs
- Frequently used adverbs as they occur

Negatives
- ne . . . pas

Verb Structures
- -er verbs, beginning with a consonant, present tense
- -er verbs, beginning with a vowel, present tense
- Affirmative declarative
- Negative declarative
- Interrogative (Est-ce que and intonation)
- Some reflexives
- Use of voici, voilà, and il y a
- aller, present tense
- aller + infinitive
- avoir, present tense
- être, present tense
- Functional use of any verbs needed for classroom routines
- Common idioms with avoir, être, and faire

Vocabulary should be introduced as needed and learned in context and in association with familiar words and expressions. The teacher is urged to consult *Le Français Fondamental (1er Degré)*[2] and *Le Français Fondamental (2e Degré)*[3] for lists of words of the highest frequency in the spoken language. A new list[4] purporting to recommend vocabulary typical of children's conversation and literature may also be consulted.

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[2] *Le Français Fondamental (1er Degré)*, Chilton, 1959
[3] *Le Français Fondamental (2e Degré)*, Chilton, 1959
[4] M. Finstein and R. Pillet, "French Word List for the 'New Key,'" *The French Review*, Dec. 1964, pp. 196-215

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Part III. Sample Lesson Plans

The format of a FLES lesson will depend on many factors:
objectives of the FLES program
objectives of the particular lesson
length of the lesson
frequency of instruction
age of pupils
teaching load of the FLES teacher

It is hoped that these sample lesson plans may assist teachers in developing plans suited to their pupils' needs and interests. The keynote of a successful FLES lesson is *careful planning.*

A. Audiolingual Lesson

Audiolingual lessons are characteristic of all phases of FLES instruction and are concerned with the development of listening comprehension and speaking skills. There should be much emphasis upon conversation between teacher and pupils and upon pupil-pupil participation. The general plan of an audiolingual lesson might contain the following essentials (although not necessarily in this order):

Warmup, using familiar material
Presentation of new work
Systematic review of previously learned material
Change of pace (song, game, story, poem, etc.)
Reinforcement of new work (summary)

Format of Sample Lesson (20 minutes)

1. Warmup (3 minutes)

a. Greetings

(1) Teacher and pupils
Teacher: Bonjour, Charles. Comment vas-tu?
Pupil: Très bien, merci, et vous?
Teacher: Pas mal, merci.

(2) Pupil-Teacher (Teacher-directed)
Teacher: Charles, dis-moi "bonjour"

Pupil: Bonjour, monsieur (madame, mademoiselle).
Teacher: Bonjour, Charles.

(3) Pupil-pupil (Teacher-directed)
Teacher: Charles, dis "bonjour" à Jeanne.
Pupil 1: Bonjour, Jeanne.
Pupil 2: Bonjour, Charles.

b. Weather

(1) Teacher and pupils
Teacher: Quel temps fail-il, Georges?
Pupil: Il fait beau (mauvais, froid, chaud, frais).

(2) Pupil-Teacher (Teacher-directed)
Teacher: Georges, demande-moi quel temps il fait.
Pupil: Quel temps fait-il?
Teacher: Il fait beau.

(3) Pupil-pupil (Teacher-directed)
Teacher: Marie, demande à Claire quel temps il fait.
Pupil 1: Quel temps fait-il, Claire?
Pupil 2: Il fait beau (etc.).

c. Numbers

Teacher and pupils:
Teacher: Combien font deux et trois?
Pupil: Deux et trois font cinq.
Teacher: Combien font dix moins un?
Pupil: Dix moins un font neuf.

2. New work (10 minutes)

The following dialog is to be presented during the class lesson. The teacher, using appropriate props, gestures, and facial expressions, presents the new material first in English. Then, being careful to use the same props, gestures, and facial expressions, he presents the same dialog in French. It is suggested that this procedure be repeated one or more times before actual drill on individual lines is started.

Marie: Bonjour, Pierre.
Pierre: Bonjour, Marie.
Marie: Quel joli chien! Comment s'appelle-t-il?
Pierre: Il s'appelle Médor. As-tu un chien?
Marie: Non, je n'ai pas de chien.
Pierre: Non? Quel dommage!

When drilling individual lines of the new dialog, the teacher calls first for full-choral response only. He proceeds from

full-choral response
to
part-choral response
to
individual repetition of the new line

The number of lines drilled in any given class period depends on the ability of the class and on the length of the lines.

The presentation of the new work should include another type of drill such as the personalized adaptation of the new dialog lines:

Teacher: Comment s'appelle-t-il?

Pupil: Il s'appelle Jean.

Teacher: Comment s'appelle-t-elle?

Pupil: Elle s'appelle Jeanne.

3. Review aller, present tense, singular

a. Substitution drill

Preparation

Teacher: Qui va à la porte?

Teacher: Je vais à la porte.
(modelling answer)

Pupils: Je vais à la porte.
(full-choral imitation)

Implementation

Teacher: Qui va à la porte?

Teacher: Je _____ Pupil: Je vais à la porte.
(presenting cue)

Il _____ Il va à la porte.
Elle _____ Elle va à la porte.
Claire _____ Claire va à la porte.
Marc _____ Marc va à la porte.
Tu _____ Tu vas à la porte.
Je _____ Je vais à la porte.

b. Directed drill

Teacher: Jean, va à la porte.

Teacher: Que fais-tu? Pupils: Je vais à la porte.

Teacher: Que fait Jean? Pupils: Il va à la porte.

4. (Summary) Review of new material (1 minute)

Rapid choral and individual repetition of dialog lines drilled earlier in the period.

5. Song: (2 minutes) (not new — previously learned)

Ainsi font, font, font.

B. Reading Lesson

Although major attention is paid throughout FLES to the development of conventional skills, a varying degree of attention is also paid to the development of reading skill. Exercises for the development of this skill generally begin after at least 100 hours of audiolingual instruction. The degree of attention varies according to the length of the FLES sequence and the aptitude of the pupils.

It has been previously stated that approximately one-third of available class time should be devoted to the development of non-conversational skills. Thus, a reading lesson will include audio-lingual as well as associated reading activities. Such a lesson follows.

Format for Sample Lesson (25 minutes)

1. Warmup (3 minutes)

a. Directed dialog (teacher-directed)

Teacher: Joseph, demande-moi comment je vais.
Pupil: Comment allez-vous, mademoiselle?
Teacher. Très bien, merci, et toi?
Pupil: Pas mal, merci.

b. Directed dialogue (pupil-directed)

Pupil 1: Robert demande à Jeanne comment elle va.
Pupil 2: Comment vas-tu, Jeanne?
Pupil 3: Pas mal, merci, et toi?
Pupil 2: Oh, je suis malade!
Pupil 3: Quel dommage!

2. New work (10 minutes)

a. Dialog presentation

Denise—Quelle heure est-il, maman?
Maman—Il est sept heures et quart.
Denise—J'ai faim. On mange bientôt?
Maman—Oui, je prépare le dîner.
Denise—Bon, mais je n'aime pas les haricots verts.

b. Learning drills: Time (using a clock with moveable hands)

Teacher—Quelle heure est-il?
Pupils—Il est sept heures et quart.
Teacher—Quelle heure est-il?
Pupils—Il est dix heures et quart.

c. Similar drills using "et demie" and "moins le quart"

d. Adaptation—Teacher and pupils

Teacher—Qui a faim?
Pupil—Denise a faim.
Teacher—Qui prépare le dîner?
Pupil—Maman prépare le dîner.
Teacher—On mange bientôt?
Pupil—Oui, on mange bientôt.
Teacher—Qui est Denise?
Pupil—Denise est une petite fille.
Teacher—On dîne à sept heures chez vous?
Pupil—Non, on dîne à six heures.

3. Review (3 minutes)

The oral review of the following previously learned poem will form the basis for introductory reading experiences:

Un, deux, trois, je vais dans le bois.
Quatre, cinq, six, cueillir des cerises.
Sept, huit, neuf, dans mon panier neuf.
Dix, onze, douze, elles seront toutes rouges.

4. Introductory reading (8 minutes)

The teacher will distribute previously duplicated sheets containing a verbatim text of previously learned material and exercises based on that text.

The teacher should first read the material aloud, with the children following the written text as she reads. Then the teacher should read a line at a time, with full choral repetition. This should be done several times, before the teacher calls for individual response.

In order to be certain that the children are "reading," and not merely repeating by memory, the teacher may do the following:

a. Match pictures with words or phrases on oaktag cards:

des cerises
mon panier
le bois

b. Using a pocket chart with oaktag cards for the different words and phrases, the teacher may rearrange some of the words and ask the pupils to read:

deux	trois	un
six	cinq	quatre

c. The teacher should have the children discover which letters appear in the text but are *not pronounced*:

the x in deux
the s in trois
the s in vais
the s in dans
the s in bois

It is urged that the teacher move very slowly when starting reading, perhaps taking only two lines during a lesson.

d. Using a pointer and a large chart of the poem, the teacher should ask the pupils to read words and phrases in isolation.

5. Summary (1 minute)

Review of the new work through rapid choral and individual repetition of the new dialog and drills.

C. Reading and Writing Lesson

Attention should be called again to the main goals of FLES (understanding and speaking), so that the FLES teacher continues to provide a balanced program which emphasizes audiolingual skills even while considering reading and writing skills. Mention should

also be made of the special nature of the material used in FLES instruction. This material is spiral; dialogs which have been presented and drilled in the first year of instruction may be reviewed and adapted for limited reading and writing experiences in later instruction.

Some of the characteristics of a lesson involving reading and writing include the following:

use of the French names for the letters of the alphabet
reading recombinations of familiar material
reading familiar and unfamiliar material
varied drills to help pupils understand the many ways of writing particular sounds, by highlighting specific phonetic elements
careful copying by pupils, and checking by teacher and pupils
dictation of material which pupils can read and copy accurately

Format for Sample Lesson (30 minutes)

1. **Warmup** (Teacher-directed and pupil-directed drills) **(4 minutes)**
   a. Months of the year
   b. Seasons
   c. Weather

2. **Check on assignment**
   a. Dictate the two sentences illustrating the sound /e/, written forms -é and -er, which were given as a copying homework assignment:
      (1) Le bébé ne va pas à l'école.
      (2) Qui aime jouer en été?
   b. Have the sentences written on the chalkboard and ask the pupils to correct their own papers.
   c. The teacher should collect all papers and check them after class for uncorrected mistakes. These should be returned to the pupils the following day.

3. **Presentation of new audiolingual work — narrative — (10 minutes)**
   a. First day: Present the entire narrative in English, making use of visual materials, facial expressions, and appropriate gestures. Using the same materials and gestures to convey

meaning, the teacher should go through the entire narrative several times in the foreign language.

The teacher should concentrate on the first half of the narrative, repeating the first four or five lines in English and then several times in French. The pupils should repeat in full-choral response. If a line is too long, the teacher should have the French sentences repeated as partials. The visual aids and gestures should be used as aids to comprehension.

b. Second day: The teacher should go through the entire narrative once in English and then in French. There should be a review of the first four or five lines with full-choral and individual repetition of the sentences. The teacher should ask simple questions which require one- or two-word answers, so that comprehension may be checked. The following days may be devoted to full-choral repetitions, group- and individual-repetitions of the sentences, and answering questions based on the narrative. When pupils experience difficulty, the teacher should prompt them immediately.

c. Narrative

C'est juillet. Il fait très chaud à Paris. Heureusement, Alain Dupont va quitter la ville. Il part en vacances. Il va passer deux mois chez sa grand'mère. Elle habite une ferme. À la ferme il y a beaucoup d'animaux. Il y a des vaches, des moutons, des poules, trois chiens, cinq chats, et un grand cheval qui s'appelle Jacques. Alain aime les animaux!

d. Questions on the narrative

(1) Quel mois est-ce?
(2) C'est l'hiver?
(3) Où habite Alain?
(4) Quel temps fait-il à Paris?
(5) Où va Alain?
(6) Va-t-il chez sa tante?
(7) Où habite sa grand'mère?
(8) Quelles sortes d'animaux y a-t-il à la ferme?
(9) Comment s'appelle le grand cheval?
(10) Combien de temps Alain va-t-il passer à la ferme?

e. Personalized questions

(1) Quel mois sommes-nous?
(2) C'est l'automne?

(3) Quel temps fait-il aujourd'hui?
(4) Est-ce que vous partez en vacances en janvier?
(5) Habitez-vous la ville ou la campagne?
(6) Quels animaux

$$\left\{\begin{array}{c}\text{y a-t-il}\\ \text{avez-vous}\end{array}\right\} \text{ chez vous?}$$

(7) Comment s'appelle votre chien?
(8) Qu'est-ce que vous faites pendant les vacances?

4. Song review (optional)

If time permits, the pupils may have a review song at this point (Il pleut, il pleut, bergère). However, it should be noted that only the occasional use of a song should be planned in lessons devoted to reading and writing.

5. Dialog review (optional)

Oral review of a previously learned dialog can be the basis for reading and writing experiences. There should be group and individual practice. (3 minutes)

Jacques: Quel temps fait-il aujourd'hui?
Maman: Il fait beau.
Jacques: Tiens, où est mon chapeau?
Maman: Sur le bureau, à gauche.
Jacques: Merci beaucoup, maman.

6. Reading and writing activities (10 minutes)

a. Whole-class, group, and individual reading of the dialog from an experience chart, using the verbatim text.
b. Highlighting the sound /o/ by the teacher's pronunciation of contrasting pairs of words, for the purpose of developing auditory discrimination. The pupils are to listen and say whether the sound is contained in the first or second word, or in both:
   (1) Beau—bou
   (2) chou—chaud
   (3) fait—faut
   (4) nouveau—chevreau
   (5) peur—peau

c. The teacher now focuses on the ways of writing the sound /o/. (See below.) Children should know by this time that many French sounds can be written in a variety of ways. The following words in the dialog are selected by the pupils on the grounds that they contain the sound /o/. The pupils then underline the letters representing the sound.

aujourd'hui	beau	bureau
gauche	chapeau	beaucoup

There should be whole-class, group, and individual repetitions of these words.

d. The teacher should now elicit additional words from the pupils, using picture stimuli and gestures:

au	eau
jaune	gâteau
chauffeur	cadeau
auto	bateau
aussi	oiseau
autre	couteau
	drapeau

e. The next step would be the use of letters and letter-combinations representing the sound /o/ in recombined sentences to provide more practice in visual discrimination. The teacher might distribute duplicated sheets containing the following:

Sample Duplicated Sheet

Lisez:

1. J'aime beaucoup le cadeau.
2. Quel beau gâteau!
3. Il fait chaud aujourd'hui.
4. De quelle couleur est le chapeau?
5. Il n'a pas de bateau.

Copiez:

1. J'aime beaucoup le cadeau.

   _____

2. Quel beau gâteau!

   _____

3. Il fait chaud aujourd'hui.

   _____

4. De quelle couleur est le chapeau?

_____

5. Il n'a pas de bateau.

_____

Ecrivez:

1. J'aime beaucoup _____.
2. Quel _____ gâteau!
3. Il fait _____ aujourd'hui.
4. De quelle couleur est le _____?
5. Il n'a pas de _____.

Devinez:

Il a deux pattes. Il n'est pas très grand. Il est jaune. Il chante. Il vole.

Qu'est-ce que c'est? C'est un couteau.
C'est un drapeau.
C'est un oiseau.

7. Assignment (2 minutes)

The pupils should be asked to copy carefully the first two sentences of the duplicated sheet and be prepared to write them for dictation the following day.

8. Summary (1 minute)

Full-choral repetition of the first part of the narrative, which was introduced during the earlier part of the lesson.

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Appendix

QUALIFICATIONS FOR TEACHERS OF MODERN FOREIGN LANGUAGES

Competence	Superior	Good	Minimal
Listening Comprehension	Ability to follow closely and with ease all types of standard speech, such as rapid or group conversation and mechanically transmitted speech	Ability to understand conversation of normal tempo, lectures, and news broadcasts	Ability to get the sense of what an educated native says when he is making a special effort to be understood and when he is speaking on a general and familiar subject
Speaking	Ability to speak fluently, approximating native speech in vocabulary, intonation, and pronunciation. Ability to exchange ideas and to be at ease in social situations	Ability to talk with a native without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express one's thoughts in conversation at normal speed with reasonably good pronunciation	Ability to read aloud and to talk on prepared topics (such as; for classroom situations) without obvious faltering, and to use the common expressions needed for getting around in the foreign country, speaking with a pronunciation understandable to a native

Competence	Superior	Good	Minimal
Reading	Ability to read, almost as easily as in English, material of considerable difficulty	Ability to read with immediate comprehension prose and verse of average difficulty and mature content	Ability to grasp directly (that is, without translating) the meaning of simple, nontechnical prose, except for an occasional word
Writing	Ability to write on a variety of subjects with idiomatic naturalness, ease of expression, and some feeling for the style of the language	Ability to write a simple "free composition" such as a letter with clarity and correctness in vocabulary, idiom and syntax	Ability to write correctly sentences or paragraphs such as would be developed orally for classroom situations, and to write a simple description or message without glaring errors
Applied Linguistics	The "good" level of competency with additional knowledge of descriptive, comparative, and historical linguistics	The "minimal" level of competency with additional knowledge of the development and present characteristics of the language	Ability to apply to language teaching an understanding of the differences in the sound systems, forms, and structures of the foreign language and English

Competence	Superior	Good	Minimal
Culture and Civilization	An enlightened understanding of the foreign people and their culture, such as is achieved through personal contact, through travel and residence abroad, through study of systematic descriptions of the foreign culture, and through study of literature and the arts	The "minimal" level of competency with first-hand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of the foreign people	An awareness of language as an essential element of culture, and an understanding of the principal ways in which the foreign culture differs from our own
Professional Preparation	A mastery of recognized teaching methods, evidence of breadth and depth of professional outlook, and the ability to experiment with, and evaluate, new methods and techniques	"Minimal" level of competency plus knowledge of the use of specialized techniques, such as audiovisual aids, and of the relation of language teaching to other areas of the curriculum. Ability to evaluate the professional literature of foreign language teaching	Knowledge of the present-day objectives of the teaching of foreign languages as communication and an understanding of the methods and techniques for attaining these objectives